**Course Code: ENG-434, Course Title: Research Methodology**

**Quiz-2, Date: February 24, 2024, Exam Time: 3:00 pm to 3:30 pm**

**When working on a research topic such as "Problems and Challenges of English graduates in Bangladesh at Tertiary Level," conduct a literature review focusing on the specific direction.**

**Abstract-1**

The status of English as a medium of instruction in higher education in Bangladesh has always been a contentious issue since public universities move back and forth for continuing with English as a medium of instruction or not. On the other hand, the introduction of private universities in Bangladesh complicated the issue even more. The medium of instruction in private universities in Bangladesh is invariably English, while public universities do promote English in all their official activities, and the teachers at public universities use both Bangla and English in their class lectures, leading to the questions of what is hindering them from promoting English and how are they confronting this challenge? In order to investigate these problems, this paper attempts to initiate the debate on the status of English in public and private universities at the tertiary level.

Hasan, M. K. (2022). A Critical Investigation of the Status of English at the Tertiary Level Education in Bangladesh. *MEXTESOL Journal*, *46*(3), n3.

**Abstract-2**

The paper aims to identify the linguistic barriers and challenges first year undergraduate students confront at American International University-Bangladesh (AIUB), one of the leading private universities in Bangladesh. The paper seeks to investigate the impact of such linguistic transition, which is from Bengali to English, on the students’ performance in tertiary environment. The paper is an exploratory study. Following case study methodology and utilizing a blend of qualitative (semi-structured interviews) and quantitative (survey) approach it has been found that first year students face negative experiences and greater degree of difficulty in adapting English as medium of instruction. Another significant finding of the study is that such constraint of linguistic transition is negatively associated with the social transition of first year students at the university. In this regard, the teaching method, course content and quality of English language study at primary, secondary and higher secondary level of education has a vital role to make this transition smooth.

Naznin, H., & Hassan, F. (2016). Challenges of linguistic transition at tertiary level: case of a private university in Bangladesh. *International Journal of English and Education*, *5*(2), 51-60.

**Abstract-3**

The national language Bangla (Bengali), which is spoken by 98% of the people, is foundational to the nation of Bangladesh as a nation. Language played a crucial role in the struggle for independence from Pakistan which was finally successful in 1971. The medium of instruction in state‐provided basic education is Bangla. Nevertheless, as in the colonial period a significant part of the elite is educated in English medium schools and subject to British‐determined curriculum and assessment. English medium private education carries the highest prestige, and the private sector is dominant in secondary education. The role of English is now being enhanced by globalization, which threatens a cultural recolonization of Bangladesh, and by World Bank strategies designed to promote the private school sector. The article discusses these problems and explores elements of a language policy that might be able to enhance both Bangla literacy and competence in English.

Rumnaz Imam, S. (2005). English as a global language and the question of nation‐building education in Bangladesh. *Comparative education*, *41*(4), 471-486.

**Abstract-4**

Students of private universities in Bangladesh are often found to be less competent in spoken English. Since the universities have adopted EMI (English medium instruction) policy, the prevailing linguistic condition on the campus is an “English only environment.” In this context, students are required to communicate in English both inside and outside their classroom, but they desperately struggle to cope with this environment. This study attempted to understand and explain this problem; hence, it set three aims: to evaluate students’ current level of proficiency in spoken English, to investigate the reasons, and to offer remedies. Initially, selected students were given an IELTS-style speaking test in order to determine the overall proficiency in spoken English. Then, involving teachers and students, semistructured email interviews were conducted. The findings report that students’ current level of proficiency is around IELTS band score 5. Reasons for low development of spoken English among students include complex nature of speaking, inappropriate application of instructional methods, teachers’ low proficiency in spoken English and controlling behavior, students’ psychological factors, sociocultural factors, students’ inadequate linguistic resources, L1 interference, and large class size. Remedies suggested by the participants entail integrating TBL (task-based learning) and CL (cooperative learning) teaching-learning, making students aware of noticing, learning speaking through listening, teaching collocations, promoting self-regulated learning, and strengthening teacher education. The reasons investigated and the remedies explored have significant implications that might guide the members of the operating trusts of the private universities, members of the curriculum development and revision committees, and the practitioners to adopt practical approaches to ensure effective learning of spoken English by the students.

Islam, M. S., & Stapa, M. B. (2021). Students’ low proficiency in spoken English in private universities in Bangladesh: reasons and remedies. *Language Testing in Asia*, *11*, 1-31.

**Q1. Conduct a literature review based on the aforementioned abstracts with narrative citations.  
Q2. Conduct a literature review focusing on the mentioned abstracts and include parenthetical citations.**

**Q3. Write a better literature review considering the aforesaid abstracts?**